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27 Variations of IHES

DAAD Programmes Under Scrutiny

Uwe Brandenburg (Global Impact Institute / Universitat Rovira i Virgili)

Abbreviations

DAAD	Deutscher Akademischer Austauschdienst (German Academic Exchange Service)
HE	Higher Education
HEI	Higher Education Institution
IaH	Internationalisation at Home
IHES	Internationalisation in Higher Education for Society
RoM	Results-Oriented Monitoring
SDG	Sustainable Development Goals

1. Context and purpose of this study

This current study builds on the first [study on Internationalisation in Higher Education for Society \(IHES\)](#) conducted on behalf of the DAAD (Brandenburg et al., 2020) which outlined major global trends in internationalisation that affect IHES. Brandenburg et al. (2020) based their work on the following definition of IHES:

Internationalisation of Higher Education for Society (IHES) explicitly aims to benefit the wider community, at home or abroad, through international or intercultural education, research, service and engagement.

(Source: Brandenburg et al., 2019b)

Brandenburg et al. (2020) positioned IHES between internationalisation and social engagement in Higher Education (HE) and contextualised the definition of IHES. Furthermore, they developed a first IHES matrix for categorisation of projects and provided a wide range of diverse IHES examples both on the university level as well as on the so-called “meta-level”, i.e. on the level of national agencies such as the DAAD or the British Council.

Moreover, Brandenburg et al. (2020) showed that IHES is so far a comparatively rare internationalisation activity in higher education on both levels - within individual universities as well as on national levels - and is usually not considered as a dimension of its own within the strategic development of internationalisation.

However, meta-level¹ IHES programmes were only marginally represented in Brandenburg et al. (2020) (6 out of 26 examples), since its focus was on IHES activities of universities. Consequently, the DAAD asked to position a broader selection of its own programmes within this context, thereby pursuing two major aims: firstly, this study should analyse the status of Internationalisation in Higher Education for Society (IHES) within its current programme portfolio and the level of contribution to IHES by analysing a selection of programmes using both the general IHES matrix as developed in Brandenburg et al. (2020) and a new IHES Impact matrix (see below). The key questions here were: how deeply is IHES already integrated in DAAD programmes (IHES Impact Matrix) and how diverse are DAAD programmes with regard to IHES characteristics (general IHES matrix). Secondly, the study should compare the IHES characteristics of these selected DAAD programmes with those of the HEI programmes as analysed in Brandenburg et al. (2020).

Based on these two analyses, this study also provides strategic recommendations regarding the perspective of the DAAD on IHES in the context of programme development and strategic orientation.

The study first outlines the genesis and characteristic of the IHES Impact matrix. Then, the DAAD programmes are analysed according to their responses to the IHES Impact matrix. In a next step, the study compares the DAAD programmes among each other as well as to those of the HEI projects in Brandenburg et al. (2020) with regard to the seven dimensions of the general IHES Matrix (goals, actor groups, target groups, dimensions of internationalisation, involvement at the HEI, movement between HEI and society, and beneficiary). In both analyses, the study generates concrete recommendations for the DAAD with regard to its orientation towards IHES. It closes with overarching recommendations.

It has to be emphasised that IHES as a concept and consequently also all attempts at its categorisation and definition are still work in progress. This study, therefore, aims to provide an additional perspective on the IHES debate. The IHES Impact Matrix will have to be tested in order to identify possible “blind spots” and further differentiate the analytical approach.

¹ Meta-level means that the organization that provided such projects or programmes was situated on a level above higher education institutions: e.g. national agencies, governments or trans-national organisations. Also, on a meta-level you often do not find individual projects but rather programmes that may finance individual projects at a university. However, examples such as the concrete projects Famelab of the British Council are also located at the meta-level because they are conducted by an institution at a higher organizational level than a university.

2. The IHES Impact Matrix

Brandenburg et.al. developed for the first time a comprehensive IHES matrix covering seven dimensions in order to categorise projects that focus on Internationalisation in Higher Education for Society (IHES) (Brandenburg et al., 2020): goals, actor groups, target groups, dimensions of internationalisation, involvement, movement and beneficiary.

Figure 1: IHES Matrix

Term	Definition	Source	
Goals	Public Good	Develop global citizens	
		Fight radicalisation	
		Fight xenophobia/populism	
		Improve the acceptance of scientific results (instead of alternative facts) and critical thinking	
		Provide practice-oriented research	
		Support European identity	
		Support science & knowledge diplomacy / soft power	
		Support the environment & sustainability	
		Support the Sustainable Development Goals of the UN	
		Support/preserve democracy	
	Support/preserve peace		
	Support social integration		
	Economic Development		Knowledge transfer
			Support economies of developing countries
			Support local/regional economy
Social Justice		General education of the public / capacity building	
		Support active citizenship	
Actor groups within HEI		Alumni	
		Domestic academics employed by HEI	
		Domestic administrative staff employed by HEI	
		Domestic students	
		Incoming administrative staff	
		Incoming international academics	
		International academics employed at HEI	
		International administrative staff employed by HEI	
		International degree students	
		International exchange students	
		Leadership of the HEI (e.g. presidents, VPs, deans)	
Target groups in society		Communities abroad	
		Enterprises / companies	
		General public	
		Migrants in the country of the HEI	
		Municipalities, local & regional institutions	
		Parents of HEI students	
		Peers and friends of students	
		Public service providers (e.g. hospitals) abroad	
		Public service providers (e.g. hospitals) in the country of the HEI	
		Refugees abroad	
		Refugees in the country of the HEI	
		Representatives of civil society & NGOs abroad	
		Representatives of civil society & NGOs in the country of the HEI	
		School pupils abroad	

Term	Source
Target groups in society	School pupils in the country of the HEI
	Youth abroad
	Youth in the country of the HEI
Dimension of internationalisation for actor group at HEI	HEI capacity building for developing countries
	Inbound academic mobility
	Inbound administrative staff mobility
	Inbound student mobility
	International strategic HEI cooperation
	International study programmes
	Internationalisation at Home (IaH)
	Internationalisation of the Curriculum (IoC)
	Online teaching and learning with international partners
	Outbound academic mobility
	Outbound administrative staff mobility
	Outbound student mobility for internships & service learning
	Outbound student mobility for studies
	Outbound voluntary activities of students
	Research and applied research
	Research networks with international partners
Involvement at HEI	Holistic (the whole HEI is involved, it is an institutional approach)
	Partial (individual departments, faculties, chairs, student clubs, etc. are involved)
	Individual (individuals are involved through an outside organisation such as the British Council or the DAAD or in a project of their own)
	Transnational Education (TNE)
Movement between HEI and society	From HEI into society (e.g. international academics teaching outside the HEI in public places)
	From society into HEI (e.g. migrants, refugees, mature students or "international night of science" in the HEI)
	Both directions
Beneficiary	Only society
	Society and HEI

(Source: Brandenburg et al., 2020, p.48-49)

During the data collection for that study, 33 programmes of the German Academic Exchange Service (DAAD) had already submitted the IHES matrix. However, in order not to over-represent the DAAD it was decided to select only five examples for the study.

When filling in the IHES matrix for these DAAD programmes, it had become clear that such meta-level (as defined above) programmes could not be adequately represented by this matrix alone which had been specifically designed for IHES projects in higher education institutions (HEIs). The main problem lied in the category “target groups in society”. The IHES definition by Brandenburg et al. (2019b) clearly states that target groups have to be outside the HEI.

While any actions in internationalisation by an HEI or its members could, at least theoretically, be directed towards a non-HE target group, DAAD programmes usually directly address HEIs or their members (staff, students) as beneficiaries. Accordingly, the general IHES matrix seemed unable to fully grasp the IHES approach of the DAAD programmes and needed an adjustment. We therefore rely on the concept of

“Results-Oriented Monitoring”² that the DAAD piloted for the funding area of development cooperation and has meanwhile also extended to programmes of other departments.

The DAAD had started work on an RoM concept in 2014 as a response to the increasing demand for accountability and the international discourse on effectiveness of development cooperation³. The RoM was intended to provide quality assurance for programmes financed by the Federal Ministry for Cooperation and Development (BMZ)⁴. These programmes are specifically interesting for IHES since they contribute to national and international development goals such as the UN Sustainable Development Goals (SDGs) and thus most often might include an IHES component, even if they primarily focus on the HE sector. The DAAD RoM concentrates on the results and impacts of these programmes, thereby following the five principles developed in Marrakesh 2004⁵:

- To always focus the dialogue with all participants on impact;
- To focus all planning, monitoring and evaluation on impact;
- To facilitate measuring and reporting;
- To focus control on impact (“manage for, not by, results”);
- To use information regarding impact for learning and decision-making.

(Source: DAAD, 2018, p.5)⁶

The DAAD RoM consists of four dimensions: input, activities, output, outcome, impact⁷. Each activity is related to an output, each output to an outcome, and every outcome to an impact. This means that every higher dimension always requires at least one indicator in the next - lower – dimension. Also, any indicator on a lower dimension can serve different aspects on a higher dimension, e.g. an activity indicator may serve two different outputs.

² See e.g. https://ec.europa.eu/europeaid/results-oriented-monitoring_en

³ See https://static.daad.de/media/daad_de/pdfs_nicht_barrierefrei/der-daad/wirkungsorientiertes_monitoring_infoblatt_für_hochschulen_en.pdf

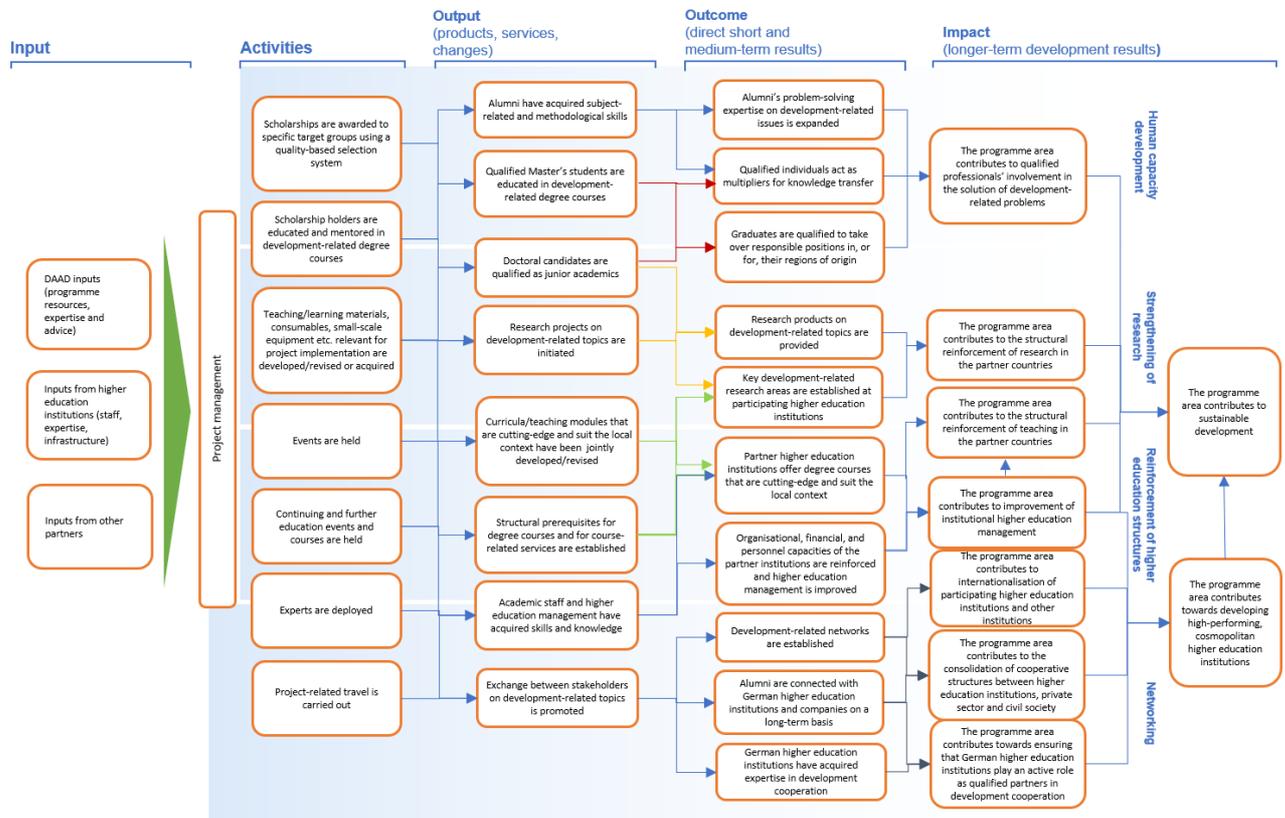
⁴ See (DAAD, 2018)

⁵ The original link provided in (DAAD, 2018) was inactive at the time of research (August 2020).

⁶ For the internal DAAD perspective see also (DAAD, 2020)

⁷ The input level is of no relevance to this study since it is not a result level.

Figure 2: Results Framework for Projects and Programmes in the BMZ Funding Area



(Source: DAAD, 2018, p.19)

The four dimensions are defined as follows:

“Impacts: Positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended. [..]

Outcomes: The likely or achieved short-term and medium-term effects of an intervention's outputs. [..]

Outputs: The products, capital goods, and services which result from a development intervention; may also include changes resulting from the intervention which are relevant to the achievement of outcomes. [..]

Activities: Actions taken or work performed through which inputs, such as funds, [..] assistance and other types of resources are mobilised to produce specific outputs.”

(Source: DAAD, 2018, pp.26-27)

These four dimensions (activities, output, outcome, impact) inform the new IHES Impact matrix. With IHES being a new concept and the IHES Impact Matrix not having been tested before, it was decided to ask the DAAD representatives to provide a short narrative of the type of IHES element that justified any one of the four dimensions when filling in the IHES Impact Matrix. If for example a programme stated that it contained IHES in the impact dimension, the narrative provided for this dimension would be cross-checked against the IHES definition of Brandenburg et al. (2019b).

The usual factor to decide whether a stated programme element in each of the dimensions constituted IHES was the proof that the main target group was outside the HE community, since in many cases a certain

dimension of the IHES Impact matrix (activities, output, outcome, impact) was claimed while the narrative only cited HE-related target groups (such as students, alumni, or academics).

Table 1: IHES Impact Matrix: Example of the PAGEL Programme

Dimension	IHES element included (y/n)?	Description of the relevant IHES element
Impact	Yes	The programme contributes to the improvement of the health sector in the partner countries.
Outcome	Yes	Development-related specialist networks are established between students, alumni and health experts.
Output	Yes	Students and actors in the health sector are connected and received further training.
Activities	Yes	Medical visitations, internships, further education

(Source: Author)

This IHES Impact Matrix would allow to answer one of the key questions of this study: how deep is IHES already integrated in DAAD programmes and what type of programme would be considered IHES? This also meant that a simple yes/no analysis would not suffice, i.e. deciding that a programme was or was not an IHES programme. The question was rather, what would define a programme as being an IHES programme: Would it be enough to contain IHES elements (e.g. target groups and goals) only in the activity dimension or would the impact-oriented logic of the RoM demand that only programmes with a clear IHES element in the impact dimension would be considered IHES at all?

Table 2: IHES Impact Matrix correlated with the IHES Logic

	Holistic Level 4	Level 3	Level 2	Level 1	No IHES
Impact					
Outcome					
Output					
Activities					

(Source: Author)

It was decided that programmes without IHES elements in the impact dimension would be considered “non-IHES”. The concrete IHES categorisation would depend on a chain of logic throughout the result framework starting top-down at the impact dimension. The depth of integration of IHES in a programme would be depicted by 4 levels: Level 1 signifies “very low”, Level 2 “rather low”, Level 3 “rather high” and Level 4 “very high” integration of IHES in a programme. A programme is assessed whether it shows IHES elements:

1. **In the highest dimension (impact) but not in the second dimension (outcome):** then it shows a “low” IHES level and is considered a level 1 programme, regardless of whether such programmes might

have IHES elements in the output or activities dimension since the chain of logic was broken and IHES outputs would not serve an IHES outcome.

2. **In the top 2 dimensions (outcome, impact) but not in the third (output):** in this case, it shows a “rather low” IHES level and is consequently considered a level 2 programme, even if it contained elements in the lowest dimension of activities as the chain of logic was broken and the IHES activities would serve no IHES output.
3. **In the top 3 dimensions (output, outcome, impact):** then it shows a “rather high” IHES level and is considered a level 3 programme.
4. **In all four dimensions (activities, output, outcome, impact):** then it shows a “very high” IHES level and is considered a holistic level 4 IHES programme.

However, this categorisation neither refers to nor implies an assessment of the actual impact results of a programme with regard to IHES, since for that aspects such as scope, resources, etc. would have to be taken into account.

This categorisation guarantees that on the one hand, the stringent logic of the RoM is preserved: impacts demand respective outcomes, outcomes need related outputs, and outputs require defined activities. On the other hand, it allows to show variation and diversity between the DAAD programmes. The latter is especially important, since up until now, no DAAD programme has yet been explicitly designed following an IHES logic but the aim is to rather categorise the existing programmes according to their current IHES value.

Using the RoM to design the framework for an IHES evaluation also assures that this framework would be inherent to all programmes – and not imposed. Moreover, the RoM as such is important since it generates a logical thread from the general goals of a programme to its specific activities and can therefore act as an indicator of the depth to which IHES might have already immersed into those programmes.

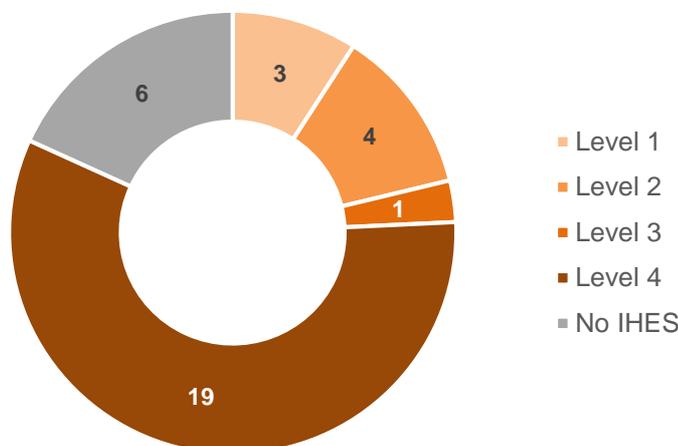
3. Analysis of the DAAD programmes according to the IHES Impact Matrix

33 programmes submitted full data sets for the general IHES matrix and the IHES Impact matrix. Out of these, six were considered non-IHES programmes since the narrative explaining the stated impact level aspect did not confirm an IHES element even though the responsible persons filling in the matrix felt that it was an IHES element (usually by stating HE-only target groups while omitting a societal beneficiary). Also, in some cases, the analysis of the respective narratives showed that aspects on lower levels were – again in contrast to the perception of the responsible person – not IHES-relevant and therefore such programmes were then rated as level 1,2 or 3 instead of level 4.

The status quo assessment of the DAAD programmes against the IHES Impact matrix mainly shows that there is still a need to generate a common understanding of what constitutes an IHES project and what does not, and not only within the DAAD. This is not the least due to the fact that IHES is an entirely new concept and has to be considered work in progress. The IHES definition as well as both the general IHES matrix and the IHES Impact matrix are only first comprehensive attempts at categorisation which might well be adjusted once further studies and projects are conducted. The more IHES becomes a key component in the internationalisation debate, the more we will see refining of concepts and ideas.

As a result, 19 programmes were identified as level 4 or “holistic” IHES programmes and eight were rated level 1-3 programmes.

Figure 3: Distribution of IHES Levels across the analysed DAAD Programmes



(Source: Author)

These 27 programmes represent three departments of the DAAD (called Scholarships (ST), Projects (P), and National Agency for EU Higher Education Cooperation (EU))⁸ with different numbers of programmes (STK: 4, P: 21, EU: 1). Since this sample only represents a fraction of the several hundred programmes of the DAAD, it is not considered to be representative.

⁸ A programme of the Communications department (K) had been pre-selected but - due to the COVID-19 crisis - the necessary information especially regarding the IHES Impact matrix could not be obtained.

Recommendations:

Mapping of IHES amongst all DAAD programmes: 27 programmes constitute only a rather small percentage of all DAAD programmes and - from this perspective – any observed differences might be accidental. It would, therefore, be recommendable to conduct a full mapping of all DAAD programmes. Considering the large number of existing programmes and the observed need for firstly developing a coherent understanding of IHES within the DAAD, this exercise might be conducted in two to three years.

Debate with and training for DAAD Staff: this recommendation will be elaborated further in the final section on general recommendations. At this stage, the analysis of the answers to the IHES Impact Matrix show that there is a need for a common understanding within the DAAD of what constitutes an IHES element and to communicate this understanding to the staff. Since the concept of IHES is very new, this discussion would also allow for an adjustment of the IHES concept that fits best the DAAD interests. In any case, a common understanding of what constitutes IHES for the DAAD would be a fundamental requirement for a strategic process with regard to the role that IHES should play within the wider strategic landscape of the DAAD.

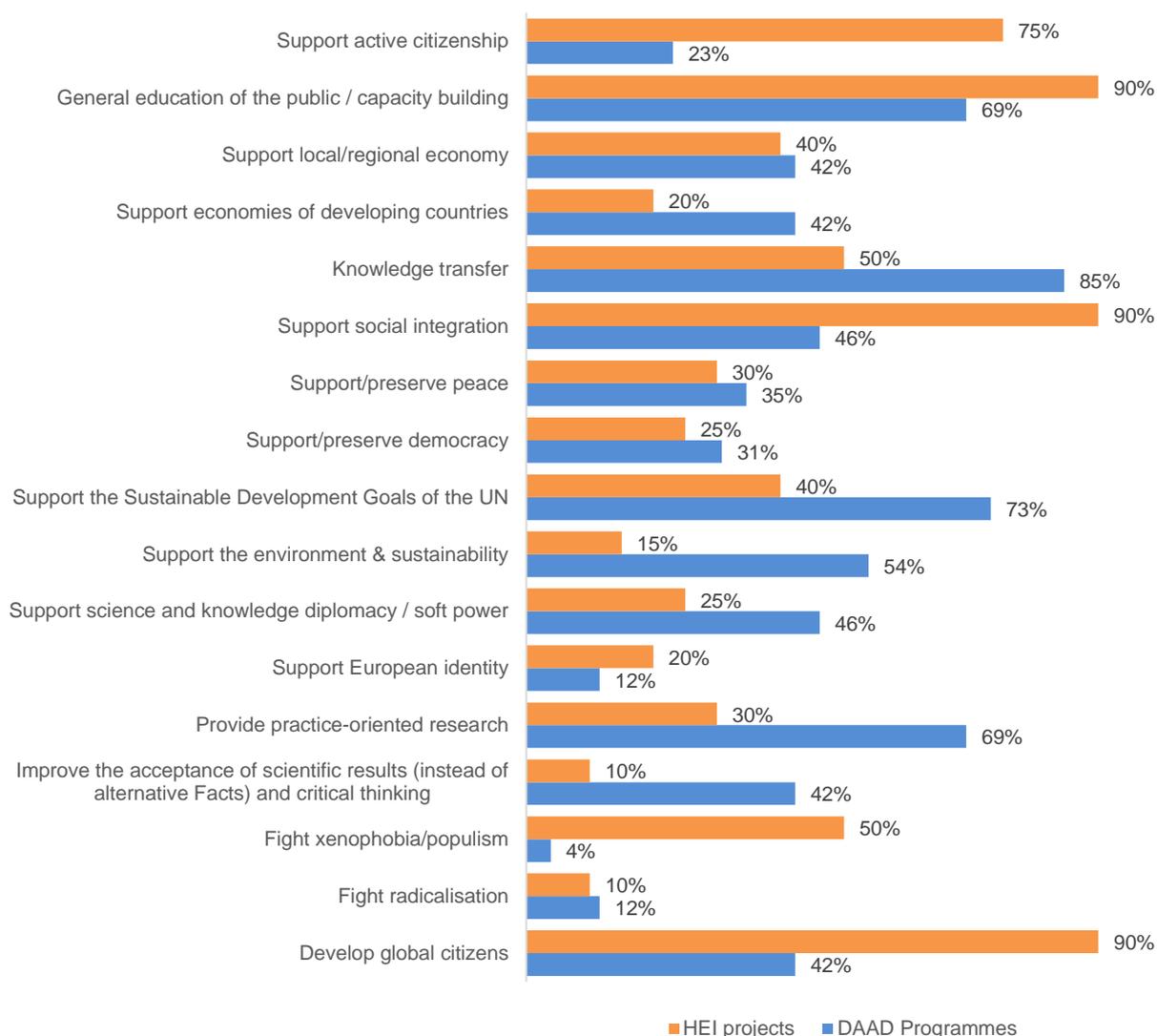
Also, a regular revision of the IHES Impact matrix as well as the general IHES matrix for the already covered DAAD programmes seems advisable.

4. Results on the IHES dimensions

First, we analysed each one of the 7 IHES dimensions for all DAAD programmes in order to identify the general trends within the DAAD programmes. We also refer back to the results for the HEIs in Brandenburg et al. (2020) by including the respective data in the graphs for comparison. HEI projects were concrete IHES projects conducted by universities, whereas the entity of analysis in this study are DAAD programmes. Since programmes usually finance individual projects, we therefore compare here individual projects at the university level with meta-level programmes only with regard to their choices within the IHES dimensions.

IHES Goals

Figure 4: IHES goals



(Source: Author)

The IHES goals are not all equally relevant for DAAD programmes but rather reflect the meta-level character of the DAAD. The most important IHES goal of the DAAD programmes is Knowledge Transfer (85%), followed by Support for the Sustainable Development Goals (SDGs) of the United Nations (UN) (74%), General Education of the Public / Capacity Building (70%), and the Provision of Praxis-Oriented Research (67%). All other goals are substantially less important. The DAAD IHES goals differ quite substantially from the IHES goals as stated by the HEIs in Brandenburg et al. (2020, ibidem) except for the General Education of the Public / Capacity Building which shows some similarity, HEIs also strongly pursue the Support for Social Integration and the Development of Global Citizens (both 90%) and the Support of Active Citizenship (75%).

Recommendations:

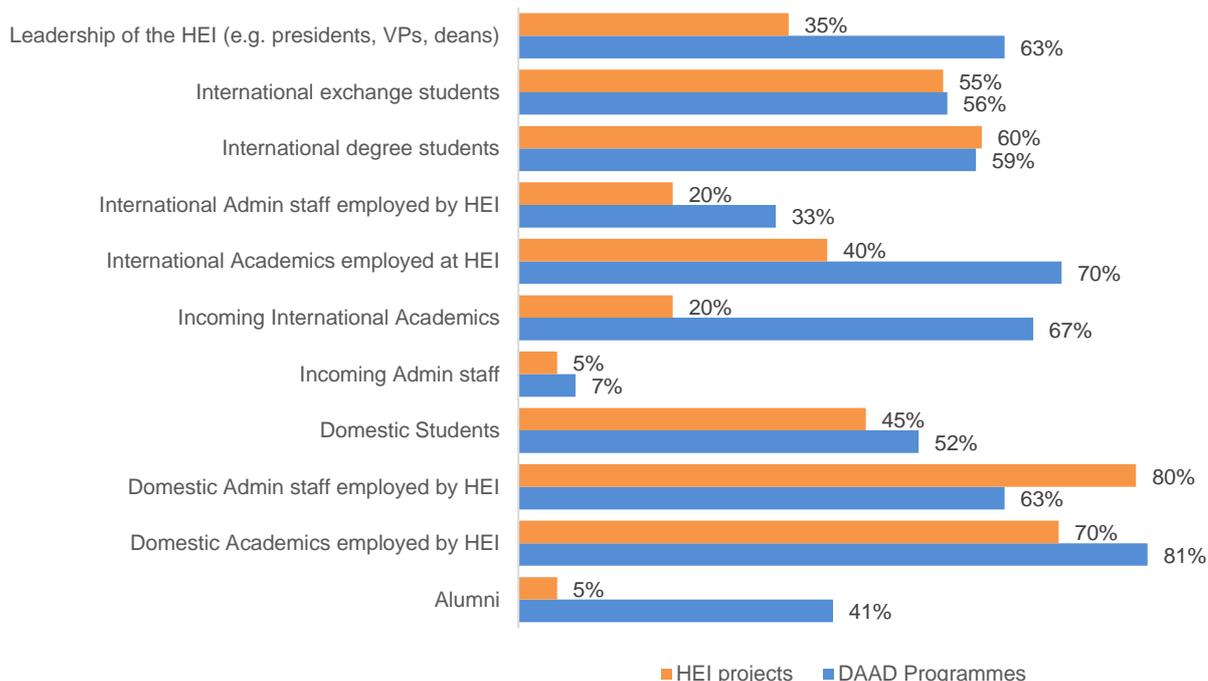
Discussion with HEIs on alignment of goals: The substantial differences between IHES goals of HEIs and those of the DAAD suggest that a discussion with German HEIs on the role of IHES in internationalisation might be useful.

Internal reflection on relevance of goals: In addition, the DAAD might internally discuss whether the IHES goals that matter much more to HEIs than to the DAAD (notably fighting xenophobia (50% to 3.8%) and the support of active citizenship (75% to 23%) could or should be of more relevance in the future design of programmes.

Actor Groups within the HEI

The DAAD programmes also address certain actor groups within the HEIs more frequently than the HEIs projects but the differences are considerably smaller than in the case of IHES goals. The most relevant actors for DAAD programmes are domestic academics employed by the HEIs (nearly 90% of all programmes address this group), followed by international academics, both employed and as incoming researchers.

Figure 5: Actor groups within the HEIs



(Source: Author)

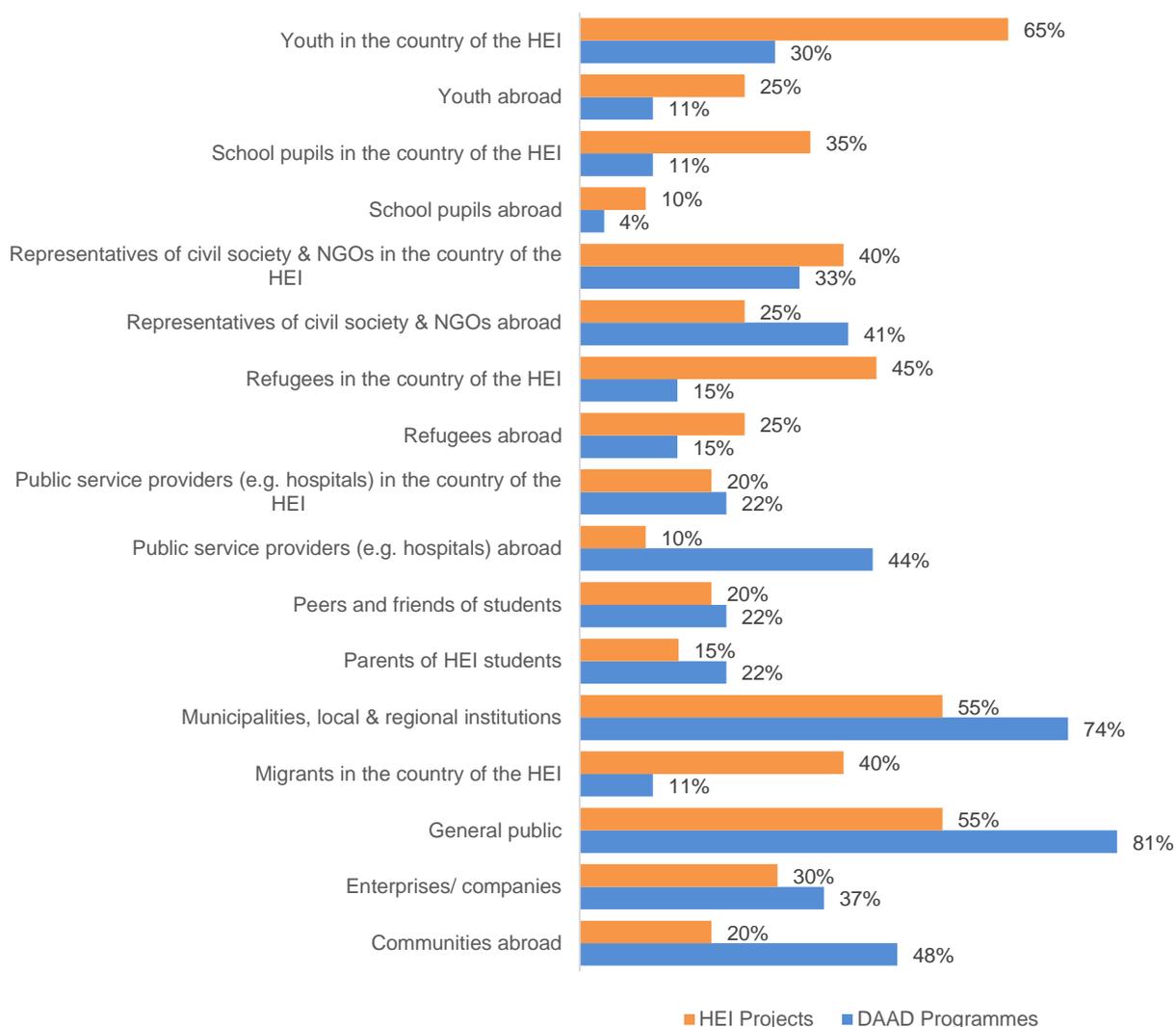
Domestic academics play an important role for both DAAD programmes and HEIs as such and international degree students are equally represented among HEIs (60%) and DAAD programmes (59%) – although this places them third for the HEIs and only sixth for the DAAD programmes. In addition, international exchange students are equally important for both types of IHES activities (HEI: 55%, DAAD: 56%). On the other hand, domestic administrative staff employed at the HEI is far more important for the HEIs in being their main target group (80%, compared to 63% among DAAD programmes).

No recommendations seem to be necessary for this aspect.

Target Groups in Society

The DAAD programmes have two predominant target groups in society: the general public (82%) and municipalities as well as local & regional institutions (74%). This is quite in line with the HEIs who also had those two target groups among their top three. Youth in the country of the HEI was the most important target group (65%) for HEIs, whereas it is considerably less important for the DAAD programmes (30%).

Figure 6: Target groups in society



(Source: Author)

Recommendations:

Reflection on additional target groups: It might be useful to discuss within the DAAD, whether any of the three societal target groups that are so far substantially more relevant to HEIs than to the DAAD could gain more relevance in future IHES-related programmes. Considering the strategic setup of the DAAD programmes it seems reasonable to rather then broaden and deepen already existing programmes (such as “Europa macht Schule” for school pupils) than trying to include these groups into the majority of DAAD programmes. However, refugees (in this case in Germany) could be included as a specific target group for Internationalisation at Home laH projects. An interesting group for a specific IHES pilot project might be migrants in Germany since they would also address the goal of fighting xenophobia which is so far less prominent in DAAD programmes.

Dimensions of Internationalisation

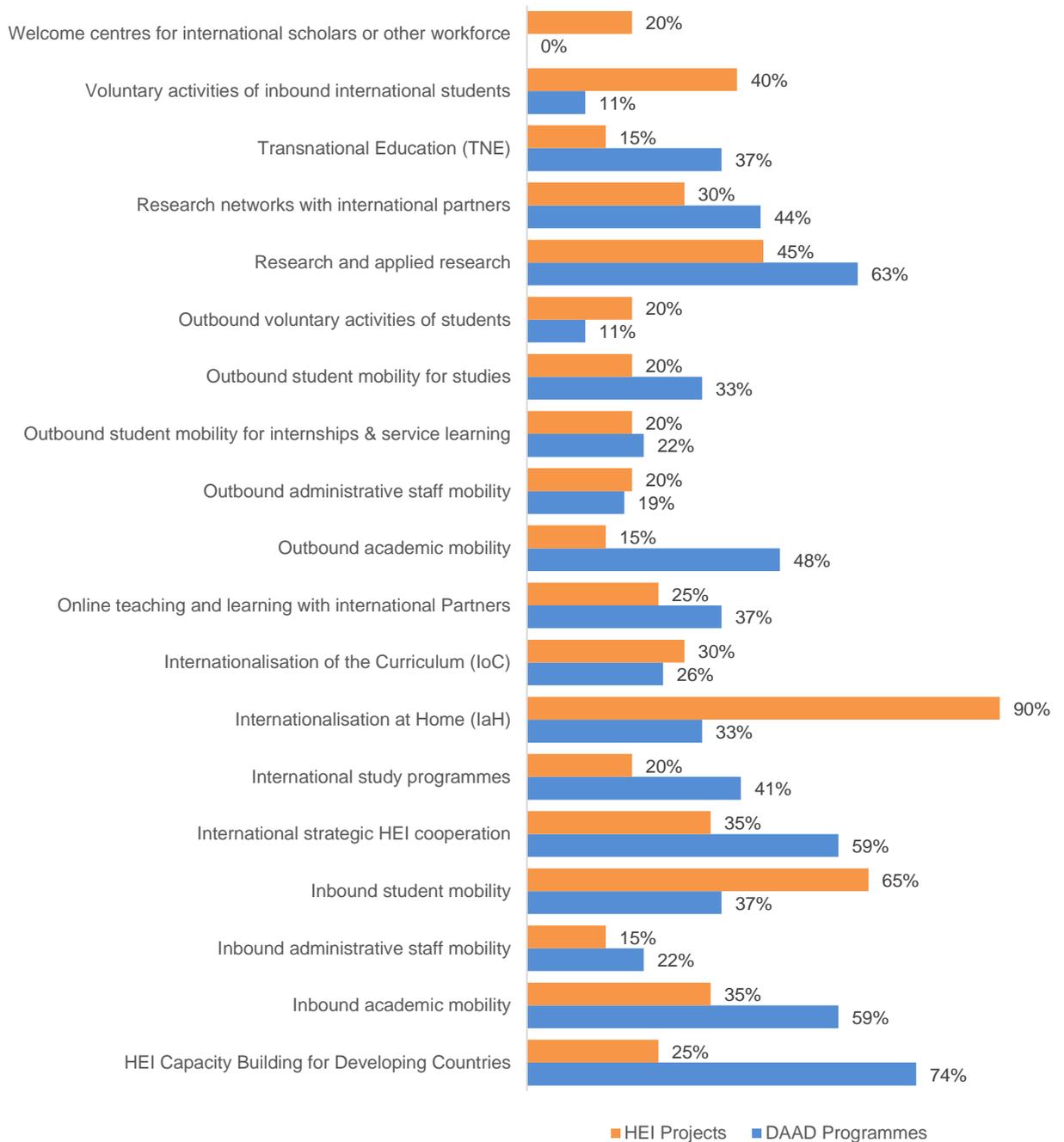
The predominant dimension of internationalisation addressed by DAAD programmes is HEI Capacity Building for Developing Countries (74%) followed with some distance by Research and Applied Research (63%), International Strategic HEI Cooperation and Inbound Academic Mobility (both 59%). This is in stark contrast to the top two of the HEIs: Internationalisation at Home (IaH) (90%) and Inbound Student Mobility (65%), whereas Research and Applied Research as well as Inbound Academic Mobility are also important for HEIs on place three and four.

Recommendations:

Incorporating more dimensions: Especially the COVID-19 crisis is educating us regarding the importance of online and virtual internationalisation as well as the connection between these modes and Internationalisation at Home. IaH has the potential to reach 90% of students (and many more of academic and administrative staff) and is probably the most powerful tool to implement IHES to the benefit of the surrounding community). Given the so far low priority of IaH shown in the DAAD programmes analysed at this stage, it might be worth to consider a stronger relevance for IaH in new programmes and also revisit some programmes with regard to their potential for IaH.

Also, voluntary activities – especially in the light of the over the years increased relevance of internships in Erasmus+ - could be used more often. A specifically interesting area could be the welcome centres for international workforce in local enterprises. Here both, public-private partnerships as well as programmes with the few experienced International Offices in this area (e.g. Göttingen) could be considered. Showing the economic impact of internationalisation might be a strong argument in future discussions about funding for internationalisation, especially in the political arena.

Figure 7: Dimensions of internationalisation

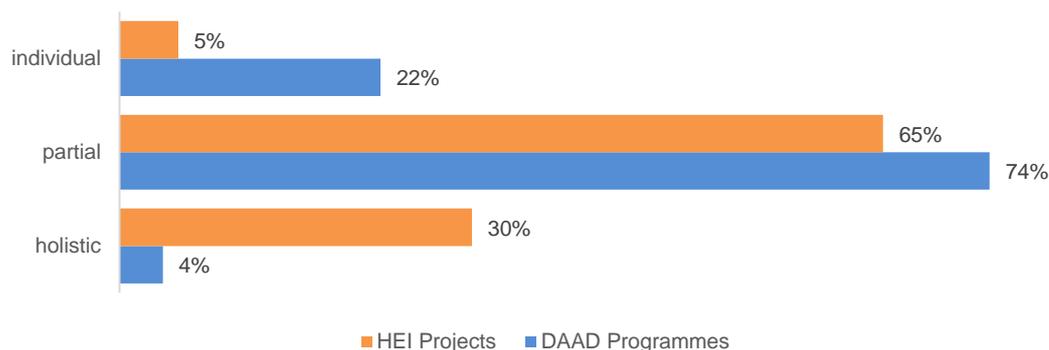


(Source: Author)

Involvement at the HEI

The majority of DAAD programmes (74%) show partial involvement in the HEI – i.e. departments, units or faculties – while only 22% focus on the individual, and just 4% were holistic. While the majority of HEI projects also showed partial involvement at the HEI (65%), they were in general much more often holistic (30%) and much less individual (5%) than the DAAD programmes.

Figure 8: Involvement at the HEIs



(Source: Author)

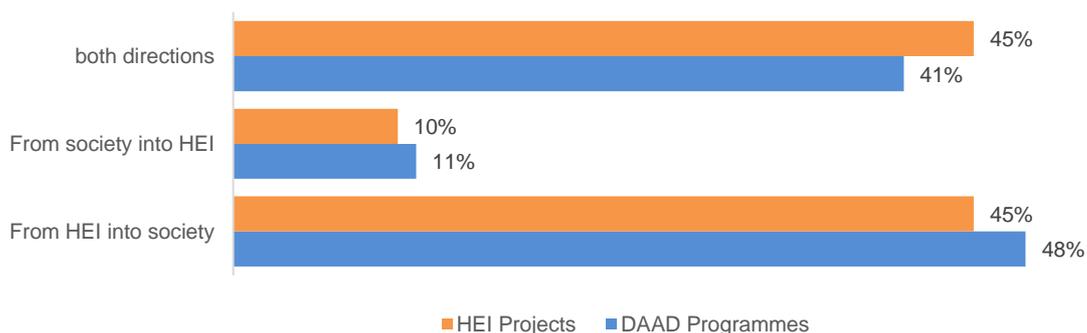
Recommendations:

Supporting holistic approaches: Since IHES will only work well in universities if it becomes a more systematic institution-wide endeavour, it seems necessary that the DAAD opens more programmes to holistic support of IHES. “Europa macht Schule” can be one of the pillars of this activity but also the broad range of development-oriented programmes could be a basis for more – and maybe new – programmes that encourage universities to support IHES in a more systematic way.

Movement between HEI and Society

48% of the DAAD programmes support projects that move actors from the HEI into society but 41% also support both directions. Only a minority (11%) favours approaches that bring society into the HEI. The results of the DAAD mapping are now much more in line with the previous results for HEIs which equally often went either both ways or from HEI into Society (each 45%).⁹

Figure 9: Movement between HEI and society



(Source: Author)

Beneficiary

All analysed DAAD programmes (100%) state that both society and all actors at the HEI should benefit from the IHES projects. This differs from the HEI perspective, since 15% of the HEI projects considered society to be the sole beneficiary (Brandenburg et al., 2020, p.57).

Both aspects (movement and beneficiary) do not seem to require specific recommendations.

⁹ The result for the meta-level programmes was quite different from in the previous mapping study since they were being equally distributed between all three options (Brandenburg et al., 2020, p.56).

5. Overarching Recommendations

The analysis of 27 DAAD programmes and especially the comparison with the HEI IHES projects revealed some opportunities for strategic development of IHES within the DAAD. Recommendations directly related to either the IHES Impact Matrix or the different dimensions of the general IHES matrix have been made at the respective text passages above. The study closes with a number of overarching recommendations:

Integration into wider DAAD strategy and other priorities

IHES can always be only one of the strategic foci of the DAAD. Since it is a transversal topic, it will overlap with e.g. Agenda 2030, the UN sustainability goals, and the DAAD strategy itself. It is therefore recommended that the DAAD reflects on the role it is willing to give to IHES within its strategic portfolio.

IHES has the advantage of combining internationalisation as the core function of the DAAD with social engagement (an increasingly important strategic focus of HEIs). Moreover, in a situation where internationalisation is more and more questioned regarding its value and need, IHES transcends the usual debate around benefits for the privileged (students, academics) by clearly showing the value for the wider public and the society at large. In this, it can be a powerful argument in favour of internationalisation in the political debate. This is especially true, if it is directly integrated into a results-oriented monitoring, ensuring that concrete benefits to society cannot only be claimed but proven.

Training for DAAD staff

Especially the analysis of the IHES Impact matrix regarding the depth of immersion of IHES revealed that the understanding of what constitutes an IHES element was probably not clear to every person answering the questionnaire. Since the concept of IHES is also not definite yet but in flux, it seems to be useful to engage the DAAD staff in internal debates on what IHES can be and how it can be integrated in programme philosophies as well as results-oriented planning and monitoring. Since we can expect IHES to develop considerably within the HE community during the next years – just for the next Erasmus+ KA2 round, a specific IHES project has been selected - it might be useful to run regular trainings for DAAD staff on definitions, categorisations and concepts of IHES. Considering that the DAAD already conducts regular trainings on result-oriented monitoring both in-house as well as through its International iDA Academy it seems advisable to integrate the IHES component in some of these trainings rather than treating it as an entirely separate aspect. Due to the substantial fluctuation of DAAD staff and the strong mobility across borders (to the different DAAD centres in the world), these trainings probably need to be repeated annually and might be made compulsory for new staff members.

With such an approach, a corporate IHES identity could be achieved which then can also be emanated to the staff in German HEIs and other national agencies. From the author's experience, the potential of the DAAD as a role model on a global scale is enormous, especially considering its engagement in IHES to-date (the 2020 study, sponsoring of the IHES conference 2020, keynote by Dr. Rüländ, various interviews on these issues).

Mapping of IHES amongst all German HEIs

While the analysis of HEI projects versus DAAD programmes revealed considerable differences, it has to be taken into account that those HEI projects were from around the world and only partially run by German HEIs. Since the DAAD is an association of German HEIs, it has to cater for this main constituency. Therefore, an in-depth wide mapping of IHES activities amongst all German HEIs – with the goal to cover as large a percentage as possible – would be the logical next step in order to see whether the perceived differences are confirmed. Methods and comparison data are available. Once that mapping has been conducted, the

DAAD can make evidence-based decisions on either deliberately diverting from or aligning to trends in IHES among the German HEIs.

Diversity vs. Harmonisation

In most IHES dimensions, the DAAD programmes showed quite some diversity (with the notable exception of the “Beneficiary” dimension). While such a variety is valuable and allows for more adjustment to the needs of the HEIs, the DAAD as a very large organisation might also want to consider a certain harmonisation across all programmes. This harmonisation could take two ways, both of which are not mutually exclusive. On the one hand, with regard to IHES goals the DAAD could define some basic goals which have to be addressed by all programmes. The already identified three dominant goals (Knowledge Transfer, Support for the Sustainable Development Goals, General Education of the Public / Capacity Building) might be a very good starting point. Beyond these goals, programmes should be free to also pursue other goals to address the diversity aspect. On the other hand, with regard to the actor and target groups as well as dimensions of internationalisation, a future full mapping of German HEIs of IHES might be used to – if necessary – re-adjust programme policies in the sense of covering those groups and dimensions that are also specifically relevant for the HEIs.

With regard to involvement in the HEI, an additional focus on holistic approaches might be useful. However, also here the results from a full mapping in the German HEIs might provide a better indication of necessary or recommendable adaptations.

In a more general sense, the balance between diversity and harmonisation might be based on the positioning of IHES within the strategic concept of the DAAD. It might be reasonable to aim for harmonisation regarding the special IHES matrix, i.e. ensuring that all programmes define on which of the four levels they address IHES and in which way, and to maintain diversity with regard to the general IHES matrix, i.e. allowing programmes to be diverse when choosing goals, target groups or actors.

Lastly, a solution for specific target groups (such as school pupils) or goals (such as xenophobia) could also lie in broadening and expanding these foci in specific programmes (e.g. substantially enlarging “Europa macht Schule”) instead of trying to incorporate them into more programmes (depth vs. width).

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Contact

Dr. Jan Kercher
kercher@daad.de

Author

Uwe Brandenburg, PhD
uwe.brandenburg@globalimpactionstitute.eu
brandenburg.uwe@urv.cat

Editing

Dr. Ruth Fuchs
Michael Hörig
Dr. Jan Kercher
Christiane Schmeken

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